

F-2: REMOTE MATHS

EDITION 2

THE LIKELIHOOD OF EVENTS

Mathematical language: Yes, no, greater, maybe, might happen, will happen, might happen, probably, sometimes, certain, uncertain, likelihood, probable/improbable.

TASK 1: WHAT'S THE CHANCE?

In this task, you will watch a video about chance. If you can't watch the video you can still answer the questions.

- **Before viewing the video:** Think about what is likely and what is unlikely. Is it likely to rain today? Is it more likely to rain when it's cloudy or when it's sunny? At what time of year is it most likely to be hot enough outside to go to the beach? When is it most likely you might go to the snow?
- **Watch the video:** <https://education.abc.net.au/home#!/media/29637/what-s-the-chance->
- **As you view:** Listen to the types of words used to describe chance (likely, unlikely, certain, impossible). Who has the better chance of winning the hole-digging competition between Flynn and Dodly? Why?
- **After the video:** Give some examples of things that are likely to happen today. What is unlikely? What is impossible? What are you certain will happen? Draw or make a list of things that are impossible, unlikely, likely and certain.

Adapted from <http://fuse.education.vic.gov.au/>

TASK 2: YES/NO QUESTIONS

Play the online game slushy sludger <http://www.scootle.edu.au/ec/viewing/L115/index.html#>

- Create 10 questions that will only have the answer yes/no/maybe.
- Examples of questions are:
 - Is today Tuesday?
 - Are my eyes brown?
 - Am I the oldest person in our family?
- Interview some people using your questions to make sure they will only have the answer yes/no/maybe.

EDITION 2: THE LIKELIHOOD OF EVENTS (CONT.)

TASK 3: PREDICTING TIME

Choose one of the following words to describe the likelihood of an event in the table below happening.

- might happen
- will happen
- might happen
- probably
- certain

My aunt will visit this weekend	My bedroom will tidy itself
My cat will talk	The sun will rise tomorrow
I'll eat Brussel sprouts this week	I'll get a 6 if I roll a die
It will rain this afternoon	A female kangaroo has a pouch
Grass is green	My mum is older than I am
Things fall if you drop them	Everyone I know owns a dog

Supporting activity: Listen to the story *Tomorrow Most Likely* by Dave Eggers

<http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=4ab9d6c6-a3ac-40e9-8abb-fb229ac75270>

Can you think of some *Tomorrow Most Likely* statements similar to the ones in the table above?

Adapted from Teaching Mathematics: Foundations to middle years / Dianne Siemon ... [et al.] (page 499)

TASK 4: WHAT'S THE CHANCE?

- Your classmates have written down a list of things that are 'certain'. How many different events or things can you think of that are certain?

ADDITION

Mathematical language: Above, below, add, added, adding, altogether, answer, combine, count on, equal, how many, number line, plus, sum, total, build to ten, number sentence.

Note: It is important that children use concrete materials to assist their understanding of mathematics concepts. It is ideal to use counters to assist with addition. If these are not available, use small collections of items such as buttons, coins, blocks, pieces of pasta, dried chickpeas, same size Lego etc. Providing children with a collection of items they can combine, and count with will assist their understanding of addition.

TASK 1: THE ANSWER IS...

- Write as many addition questions (for example, $4 + 5$) to solve one or more of the problems below.
 - The answer is 9. What could the question be?
 - The answer is 27. What could the question be?
 - The answer is 199. What could the question be?
- Choose your own answer and write multiple questions that solve the problem.

TASK 2: BUILD TO 10

Watch *The Perfect Ten Problem* <https://pbskids.org/peg/games/perfect-10>.

- In *The Perfect Ten Problem* Peg and Cat both give scores to make 10. For example, Peg gave a 7 and Cat gave a 3. How many different ways could Peg and Cat make the perfect score of 10?
- What if the perfect score was 20? How many different ways could they make 20?
- What if there was another judge? How many ways could the three judges make 20?

Taking it further. Practice building to 10 and building to 20 by playing the Smoothie Maths game. <https://www.ictgames.com//mobilePage/smoothie/index.html>

TASK 3: PRACTISING ADDITION

- This is a game for two or more players. You will need:
 - A plastic cup
 - Some dried peas or counters (two for each player)
 - A game board
 - Paper and a pencil each for calculating and recording scores
 - A partner to play with

5	8	0	2
4	6	1	7
3	7	8	4
9	1	5	2

To play:

Each player needs a copy of the game board above. The aim is to make the number 50. The first player puts two dried peas into a plastic cup. They toss the peas onto the game board and add the two numbers that the peas land on then writes the answer on their score sheet. This is their score. The next player takes a turn.

After the first round, the players toss their peas on the board again and add the numbers together, They add their answer to their first answer on the score sheet. The next player takes their turn. The first player to get to, or past 50 wins.

EDITION 2: ADDITION (CONT.)

TASK 3: PRACTISING ADDITION (CONTINUED)

Variations to challenge students: Once you've played a few times, try changing the game!

- Can you change the number of peas? Can you change the goal number, perhaps to 100? What could you do with the two numbers instead of adding them? How could you change the board?
- Variation to enable all students: There is a winner each round. The first player puts two dried peas into a plastic cup. They toss the peas onto the game board and add the two numbers that the peas land on. The next player takes a turn. The player with the biggest answer is the winner.

Adapted from <https://nrich.maths.org/1247>

TASK 4: ADDITION

Addition can be solved and represented in many ways.

Choose an equation (right) and represent it by completing the tasks.

- Worded problem: Write a number story
- Visual: Draw a picture
- Number line: Show the problem on a number line
- Concrete: Use concrete materials (or draw them).

$4 + 8 = 12$
$17 + 26 + 43$
$88 + 53 = 141$

MATHS APP OF THE WEEK: FRIENDS OF TEN



Little Monkey Apps Friends of Ten is an activity to be used in the early years of schooling to introduce an early understanding of numbers to ten, counting objects to ten, subitising - recognising a collection of objects without counting them, counting on from a higher number, partitioning of objects and the combinations that make ten $8 + 2$, $2 + 8$, $1 + 9$, $3 + 7$ etc. These skills underpin mental addition and subtraction.

Google Play: <https://play.google.com/store/apps/details?id=com.littlemonkeyapps.friendssoften>

iOS: <https://apps.apple.com/au/app/friends-of-ten/id488573871>

Cost: \$1.49

Look out for more tasks next week!